



ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
ALTERNATE ASSESSMENT
STUDENT REPORT
2008 SPRING

NAME : Last Name, First Name Middle Name
BIRTHDATE: 99/99/9999

DISTRICT : Alaska District
SCHOOL : Alaska Elementary School

GRADE : 9
STATE ID NUMBER : 9999999999
DISTRICT ID NUMBER : 999999999

Your Student's Overall Performance

	Student's Score	Score Needed for Proficiency	Student's Proficiency Level
Reading		43-56	
Writing		47-81	
Mathematics		63-80	

Interpretation of Chart

This report provides a record of the student's test results on the Alternate Assessment in the content areas of Reading, Writing, and Mathematics.

Proficiency Levels

For each subject, the graphic display of scores shows the possible student scores ranging from 0 to 100. Proficiency levels are noted below the score ranges, (FB-Far Below Proficient, BP-Below Proficient, P-Proficient, A).

Student Skills Performance

The content areas of Reading, Writing, and Mathematics are composed of different skills organized into strands. Strands are clusters of learning standards in the content area organized around a central idea or concept. The strand sub-scores are represented numerically in the Points Earned column. The graphic displays of student scores are represented by the diamond shapes. The line through the diamond represents the student's score range if the student took the same test multiple times.

Expanded Levels of Support

Expanded Levels of Support, (ELOS), are test items designed to make the alternate assessment more accessible to students who have previously scored zero on a minimum number of required test items. Additional information is available in the Guide to Test Interpretation.

**Your student's Performance by Standard
PERFORMANCE LEVELS AND PROBABLE SCORE RANGES**

			0 20 40 60 80 100					
D	Subject/Strand	Score Possible	Score Earned	READING	FB	BP	P	A
					E			
	Reading	100						
	Word Identification Skills	34						
	Forming a General Understanding	33						
	Analysis of Content and Structure	33						
	Expanded Levels of Support Tasks	60						

			0 20 40 60 80 100					
F	Subject/Strand	Score Possible	Score Earned	WRITING	FB	BP	P	A
					G			
	Writing	100						
	Write Using a Variety of Forms	34						
	Structures and Conventions of Writing	33						
	Revise	33						
	Expanded Levels of Support Tasks	60						

			0 20 40 60 80 100					
H	Subject/Strand	Score Possible	Score Earned	MATHEMATICS	FB	BP	P	A
					I			
	Mathematics	100						
	Numeration	34						
	Estimation and Computation	33						
	Functions and Relationships	33						
	Statistics and Probability							
	Measurement							
	Geometry							
	Expanded Levels of Support Tasks							



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
ALTERNATE ASSESSMENT
STUDENT REPORT
2008 SPRING**

PROFICIENCY LEVEL DESCRIPTORS - GRADES 9 AND 10

Proficiency Level	Reading	Writing	Math	Score Ranges
Advanced	The student answers who, what, when, where, and why questions about a reading passage; uses strategies for decoding unfamiliar words and reads sentences with increasingly complex text; understands the difference between fact and opinion; and follows more complex written directions.	The student shows increasing complexity in sentence structure; consistently uses supporting details that are related to the topic; consistently organizes information about a topic in a variety of forms for different audiences and purposes that communicates a clear message; and corrects errors in spelling, capitalization (including proper nouns), end punctuation, and commas.	The student performs addition of multiple single-digit numbers; uses simple patterns to solve problems; determines the amount of money needed for a purchase; divides single-digit numbers by single-digit numbers; and identifies whole, one-half, one-quarter, one-third, and three-fourths.	<u>Reading</u> 57 or above <u>Writing</u> 82 or above <u>Mathematics</u> 81 or above
Proficient	The student answers who (main character), what (main idea, problem and solution), when and where (setting) questions about a reading passage; identifies the theme and makes predictions about a reading passage; summarizes text accurately in correct sequence; decodes unfamiliar words using knowledge of letter-sound relationships (phonics) and word structure (base word, prefix, suffix); and follows multi-step written directions to complete a task.	The student produces a variety of simple sentences that support a topic; communicates ideas for different audiences by using a variety of purposes that clearly communicates a message; uses simple editing strategies, such as checking for correct capitalization, punctuation and spelling.	The student performs double-digit addition and subtraction with regrouping; uses and applies basic units of measurement (e.g., time, measurement, temperature, distance, or volume); multiplies single-digit numbers by single-digit numbers; rounds numbers to the nearest ten; and identifies whole, one-half, one-quarter, and three-quarters.	<u>Reading</u> 43-56 <u>Writing</u> 47-81 <u>Mathematics</u> 63-80
Below Proficient	The student reads simple sentences of 2-3 words; answers one who, what, or where question about a passage read aloud; and follows 1- and 2-step written directions.	The student exhibits a limited or an unfocused idea that does not support a topic; communicates own ideas by using incomplete and complete sentences; and edits some errors in punctuation and capitalization.	The student reads and writes two-digit numbers; identifies size (bigger and smaller); reads a simple graph; identifies properties of basic geometric shapes (triangle, circle, and square); finds and supplies the missing element in a repeating pattern; and sorts coins by their value.	<u>Reading</u> 22-42 <u>Writing</u> 24-46 <u>Mathematics</u> 24-62
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	<u>Reading</u> 21 or below <u>Writing</u> 23 or below <u>Mathematics</u> 23 or below